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ABSTRACT

Formal guidance and counseling cases have been opened on 397 Indochinese adolescents between 11.5 and 16.5 years of age since mid-1987 as they passed through the Philippines for 18 weeks of training in English as a Second Language, U.S. culture, and mathematics, preparatory to entering the United States and U.S. secondary schools. Demographic data indicate that discipline issues at the training school, particularly for Vietnamese Amerasian males, are primary reasons for referral and case openings. Advancing age, psychosexual maturing, sex, and location of the last residence before arrival in the Philippines are significant factors in referrals for counseling. Vietnamese Amerasians figure prominently in all data that predict adjustment difficulties in U.S. secondary schools, especially for males. The report includes data tables drawn from case records. (MSE)

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A DISCUSSION OF "PRESENTING PROBLEMS" IN COUNSELING INDOCHINESE REFUGEE ADOLESCENTS ENROUTE TO THE U.S.

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Running head: "Presenting Problems" in Counseling Indochinese Refugee Adolescents Enroute to the U.S.

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ABSTRACT

Formal Guidance and Counseling cases have been opened on 397 Indochinese adolescents between 11.5 and 16.5 years of age since mid-1987 as they passed through the Philippines for 18 weeks of training in ESL, American culture and math, preparatory to entering the U.S. and American secondary schools. Demographic data says that discipline issues at the training school, particularly for Vietnamese Amerasian males, dominates the reasons for referral and case openings. Advancing age, psycho-sexual maturing, sex, and location of the last residence before arrival in the Philippines are significant factors in referrals for counseling. Vietnamese Amerasians figure prominently in all data which suggests adjustment difficulties in American secondary schools, with males significantly out-weighing females in terms of jeopardy.

In September, 1985 the Preparation for American Secondary Schools (PASS) program was innaugurated to provide preparatory schooling for Indochinese refugee children between the ages of 11.5 and 16.5 years enroute to the United States and the American secondary school system.

With the innauguration of PASS at the Philippine Refugee Processing Center (PRPC), The Philippines, a Guidance and Counseling Department came into being. Part of the simulation of an American secondary school, it was staffed by native-born Americans and Vietnamese-Americans who themselves were former refugees. Its purpose was to meet the anticipated psychological and social needs of youngsters bound for a new culture and a new style of schooling. It was anticipated that Vietnamese Amerasians would be a sub-population with special needs.

Since the innauguration in 1985, some 16,000 young people have passed through the 18-week training program in English as a second language (ESL), orientation to American culture (called American Studies) and Math (with emphasis on English for math). Reports from U.S. educators visiting the PRPC speak highly of the training and orientation the youngsters receive. Part of that training and orientation is student use of the Guidance and Counseling Department (G&C).

Since records began to be kept systematically by G&C in early 1987, a significant body of both demographic and substantive information has accumulated. Those records are now under scrutiny for what they can contribute to future arrivals at the PRPC and in the United States.

Following then is a presentation and analyses of demographic data collected and collated with the future in mind.

* * * * * *

This survey covers the period from June 17, 1987, when the first index card on a student for permanent recording was completed, to April 5, 1990, arbitrarily taken as the cut-off date for study of the department's "Case Directory" file of open and closed cases at the school.

As of April 5, 1990 a total of 397 case cards were on file, representing all cases formally opened by the department. (A significant number of "cases" are carried by the staff on an informal basis so they can be disposed of quickly and with ease, without formal notation, or, in some case, because staff members simply do not take the time to begin the process of formalization. This usually occurs with relatively short-term or informal contact cases, often outside the school itself.)

In the period covered by the study, a total of 11,135 students passed through the school. Approximately four percent of that student body had a case file (N=397) formally opened with G&C.

YEAR DISTRIBUTION OF OPENED CASES

1987 (June 17)	68	(17%)
1988	127	(32%)
1989	135	(34%)
1990 (April 5)	63	(16%)
Unknown	4	(1%)
	(N=397)	

At the rate of referrals in the first quarter of 1990, the year will have about 250 formal case openings. Amerasians and their half-siblings appear to be heavily represented in the climb.

GENDER BREAKDOWN OF CASES: June 17, 1987 to April 5, 1990

Males	254	(64%)
Females	125	(32%)
Unknown	18	(4%)
	(N=397)	

The on-going population of the PASS school is almost equally divided between males and females. In formal case openings at G&C males out-number females by more than double.

ETHNICITY OF CASES: June 17, 1990 to April 5, 1990

Although the PASS school is and has been overwhelmingly populated by Vietnamese, at various times other Indochinese refugee youngsters have been in attendance. Since mid-1987, cases have been opened on:

Vietnamese:	346	(87%)	(89%, N=9,947 Vietnamese)
Laotians:	32	(8%)	(9%, N=955 Laotians)
Khmer:	12	(3%)	(2%, N=232 Khmer)
Chinese-Viet:	7	(2%)	(Included with Vietnamese)
	(N=397)		N=11,134 PASS total

Examination of the records indicates that in the samplings of all but the Vietnamese the cause for opening the case was minor in nature, seldom having to do with anything more than asking for additional classes, tutorials or having stable somatic disabilities.

ORIGINS OF THE CLIENTS: June 17, 1987 to April 5, 1990

Turning to the origins just prior to arrival at the PRPC of those students in the sample, patterns begin to emerge. Refugees arrive at the PRPC from "first asylum camps" scattered about S.E. Asia or directly from Viet Nam under the Orderly Departure Program (ODP). No Amerasian so designated officially arrives other than through the ODP.

ORIGIN (I.D. prefix)	N=	(%)	
O.D.P. (BV).....	239	(60%)	N=239 (60%)
Malaysia (BM).....	30	(8%)	N=158 (40%)
Thailand (T).....	86*	(22%)	
Other.....	12	(3%)	
Unknown.....	30	(8%)	
	(N=397)		

*This figure contains 46 Laotians and Cambodians along with 40 Vietnamese. Laotians and Cambodians originate only from Thailand camps. Laotians and Cambodians do not figure in the "Unknown" line. (Cambodian and Khmer are synonymous.)

We see a disproportionate number of ODP youths among the G&C cases when compared to non-ODP cases (60% vs. 40%). ODP youths between June 17, 1987 and April 17, 1990 accounted for 54 percent of the total PASS population.

The data tells us emphatically that students arriving at the PRPC and at PASS from first asylum camps have fewer problems on the average that bring them to the attention of G&C than do those arriving directly from Viet Nam. A probable explanation is that first asylum youths adapt more quickly to the PRPC and PASS because of previous refugee camp experience.

Amerasians are 31 percent (N=73) of the O.D.P.-origin youths. A large percentage of the non-Amerasians are half-siblings of Amerasians; the others are not affiliated with Amerasians. Figures are not available designating Amerasians and

half-siblings of Amerasians for approximately the first year and a half of the sampling. (Using a seven-cycle sample however, commencing with C-122, it appears that Amerasian half-siblings [N=1,303] account for about 53 percent of PASS students [N=2,577] from C-122, 129, 133, 135, 137, 139 and 140.)

Other studies by this writer (Ronk, 1990) have shown that Amerasians have about two years less schooling, on the average, than their non-Amerasian peers, including their fully Vietnamese half-siblings.

Lack of schooling, time away from last attending formal classes and, probably most importantly, lack of experience with refugee life and status are believed by this writer to be of singular importance in adjustment to the PRPC and its training programs, just as they presumably will be to adjustment in the United States.

The half-siblings of Amerasians may have the schooling and less time away from formal classes than their Amerasian peers, but also have a lack of experience with refugee life.*

REASONS FOR REFERRAL TO G&C June 17, 1987 to April 5, 1990

The "Presenting Problem" is the condition, need, or situation which leads someone to refer a youngster to G&C or which the youngster himself/herself first tells the counselor in cases of self-referral (walk-in). The Presenting Problem often is the problem itself -- often enough it is superficial and not the problem at all, but is a means to gain the needed attention to be able to state the real problem.

In a significant percentage of the Presenting Problems listed, other problems were found to be the true or additional problem. For those working with Indochinese refugee youngsters the Presenting Problems are worth close examination.

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* It is worth noting that the flow of Amerasians and their half-siblings out of Viet Nam slowed to a trickle during 1987 as a result of political decisions in Hanoi and Washington. During that period there was no abatement in the flow of non-Amerasian cases under the ODP. In early 1988, with resumption of the flow of Amerasians under the Amerasian Homecoming Act of 1987, non-Amerasian ODP cases became a trickle through the PRPC as almost all were sent directly to the U.S.. By late 1989 the only ODP cases entering the PRPC were Amerasian. At the same time, the percentage of Amerasians elegible for PASS diminished because of aging of the population.

1. **Discipline issues.....94 (24%)**

   These cases are normally for recurring discipline issues and not related to punishment; e.g. classroom disruptions, gang activities, fighting and bullying, when a pattern of conduct has become evident.

2. **Special students.....57 (14%)**

   Until 1989 G&C arranged for extended schooling for youngsters who had graduated but who for medical or administrative reasons could not leave for the U.S. immediately.

3. **Somatic problems.....53 (13%)**

   These include all physical problems, including mental or physical impairment. Most are somatic complaints of unknown origin, and sometimes psychosomatic.

4. **Family problems.....52 (13%)**

   Included are problems related to family, both physical and psychological, including a number of alledged child abuse cases. Problems reported about the home which affect the youth's schooling are recorded.

5. **Absences.....43 (11%)**

   Until 1989 all student absences of two or more days in succession were treated as formal cases. Only serious cases involving long absence are now formal G&C cases.

6. **Assessment.....29 (7%)**

   A significant percentage of "assessment" cases involve discipline issues. Assessement is gathering pertinent information that will lead to a treatment plan for a youngster who has been referred for assessment.

7. **Depression/disinterest.....28 (7%)**

   Depression is mostly non-clinical in nature and perhaps more aptly named "sadness," the term usually used by Vietnamese youths. Disinterest in study is closely allied, usually resulting from "sadness," often stated as "homesickness for Viet Nam (nho nha)."

8. Support/monitor.....15 (7%)

These cases usually involve the counselor playing a "big brother/big sister" role with a youngster in need of special attention and/or advocacy.

9. Teacher conferences.....11 (3%)

Such cases require a "case conference" on a youngster, by G&C, teachers, the supervisor, usually the PASS disciplinarian and sometimes the family, and often with a caseworker from C.F.S.I.*, with the client's knowledge.

10. Unknown.....15 (1.0%)
(N=397)

ORIGIN OF DISCIPLINE CASES

Place of case origin	N=	Percent of totals	
ODP (non-Amerasian).....	47*	(50%)	N=72 (77%)
Amerasian ODP.....	25	(27%)	
Malaysia.....	9	(10%)	N=22 (23%)
Thailand.....	9	(10%)	
Hong Kong.....	2	(2%)	
Other.....	2	(2%)	
	(N=94)		

*Until early 1988 records did not indicate the fact of being Amerasian. This figure contains an unknown number of Amerasians.

Ignoring for the moment the heavy representation by Amerasians in discipline referrals and concentrating on the Orderly Departure Program youths, almost all of whom are half-siblings of Amerasians, one sees rather graphically that a significant variable (or variables) is at play among ODP youths that is not at play among first asylum youths where discipline issues are concerned.

A close examination of data on discipline goes far in proving the hypothesis that Amerasians and their half-siblings,

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*Community and Family Services International

neither of whom have first asylum refugee experience, have greater adjustment difficulties with the PRPC and PASS than do youths from first asylum camps.

Fully 72 of 94 discipline cases (77%) at PASS were opened on those who had no prior experience with institutionalized refugee life. In the three years this data covers, ODP youths comprised only about 54 percent of the student body of PASS, not anywhere near the 77 percent they represent in discipline cases opened.

AGE DISTRIBUTION OF DISCIPLINE CASES

Age	N=	%		
11/12/13	14	(15%)		
14	19	(20%)		
15	25	(27%)	85% (N=80)	
16/17	36	(38%)		65% (N=61)
	N=94			

It is worth noting that approximately six months before this data was gathered a policy allowing for placement or transfer of developmentally over-age PASS students into adult classes was instituted. The policy gave recognition to the fact that a major part of the discipline issues at PASS originated with older but less educated youths, better placed being the youngest among peers in adult classes than eldest among peers at PASS.

REFERRAL SOURCES

	Source:	N=	Percentage
1.	School staff.....	179	(45%)
2.	Walk-in/case find.....	133	(34%)
3.	Attendance office.....	40	(10%)
4.	PRPC Mental Health Unit.	23	(6%)
5.	Others (incl. unk.).....	22	(5%)
		(N=397)	

Lines 1. and 2. are the traditional sources of referrals. It is worth noting that a substantial number of students walk in as self-referrals. This is gratifying because Indochinese do not have a tradition of seeking outside, school help with personal problems. Considerable effort is made by the G&C staff to seek out needs students have.

AGE DISTRIBUTION

Age:	N=	Percentage	
11 years.....	26	(7%)	
12 years.....	38	(10%)	
13 years.....	38	(10%)	
14 years.....	56	(14%)---	
15 years.....	73	(18%)	69%*
16/17 years.....	145	(36%)---	
Unk.....	21	(5%)	
	(N=397)		

* Ages 14-16 is largely the puberty and early adolescent period of psycho-sexual development for both male and female Indochinese refugees.

The age distribution chart presents an interesting picture of an almost geometrical climb in numbers and percentages of referrals from youngest to oldest. Two important variables may account for the progression: 1) Hormonal changes, (puberty is reached considerably later in Indochinese than Americans, for

males about 14 years old, and one year earlier for females) and 2) More years away from formal schooling as youths grow older decreases the ability to settle into classroom routine.

This writer suspects strongly that the mean years of school for those referred to G&C is significantly lower than for their peers who are not referred. This is believed to be particularly so for those referred for discipline problems.

If the mean years away from school is higher for those referred for discipline issues, the question must follow: What were these youths doing in those years?

Research done by J. Kirk Felsman (1989) and his colleagues suggests that they were more or less gainfully employed in Viet Nam. There is ample corroborative information available among Amerasian youths at the PRPC for the Felsman et al finding that about 80% (N=257) of their sample were employed. It is probable that not only do such young people rebel against the strictures of attending school again, but that their self-esteem, grounded in gainfull employment, is under attack when they are made to compete with peers academically, competition they have long since abandoned. Frustration can be assumed to be the result, with consequent acting out against their peers and the school.D

PRESENTING PROBLEMS: Year by year breakdown (1987-1990)

1. Discipline issues.....94 (23.7%)

1987 (June 17).....	5	(5%)
1988.....	20	(21%)
1989.....	38	(40%)
1990 (April 5).....	31	(33%)

The 1989 figure probably reflects the sharp rise in Amerasian and half-sibling arrivals from Viet Nam that occured that year following the hiatus mentioned earlier. What appears to be a sharp rise during early 1990 may be a continuing rise in the percentage of Amerasian half-siblings in early 1990 with their lack of experience with refugee life. There is a generally recognized decline in the PASS Amerasian population as a result of them "aging out" of eligibility (the cut-off age being 16.5 years for PASS).

2. Special students.....57 (14.4%)

1987 (June 17).....11 (19%)

1988.....45 (80%)

1989..... 1 (2%)

1990 (April 5)..... 0 (0%)

1988 saw an end to G&C handling continuation classes for long-staying graduates of PASS.

3. Somatic problems.....53 (13%)

1987 (June 17)..... 4 (8%)

1988.....10 (20%)

1989.....29 (58%)

1990 (April 5).....10 (19%)

The 1989 figures may reflect the perception of many PRPC staff members that Viet Nam "loaded" ODP departures that year with an indordinate number of handicapped youths.

4. Family problems.....52 (13%)

1987 (June 17)..... 2 (4%)

1988.....15 (29%)

1989.....25 (48%)

1990 (April 5).....10 (19%)

The return of large numbers of Amerasian cases to the PRPC in 1989 without the benefit of having Amerasian informants in the Center, may account for an inordinately high number of family problem cases. There was a noteworthy increase in reports of physical and/or psychological abuse of youths by family members, according to counselors. Data is not available at this writing.

5. **Absences**.....43 (11%)

1987 (June 17).....	20	(47%)
1988.....	18	(42%)
1989.....	2	(5%)
1990 (April 5).....	3	(7%)

During 1989 it was decided that G&C would open formal cases for absences only when the absences exceeded the maximum allowed (eight excused, three unexcused days) or when a discipline issue was involved.

6. **Assessment**.....28 (7%)

1987 (June 17).....	10	(35%)
1988.....	15	(52%)
1989.....	4	(14%)
1990 (April 5).....	0	(0%)

1989 saw more emphasis given to noting the reason for a requested asessment on the referral rather than doing it verbally, which allowed for better classification of the Presenting Problem. This accounts for the decrease in cases included in this category.

7. **Depression/disinterest**.....28 (7%)

1987.....	2	(7%)
1988.....	4	(14%)
1989.....	11	(39%)
1990.....	11	(39%)

The 1989 and early 1990 figures may reflect the impact Amerasian families have had on case loads at PASS, according to counselors. They may, as well, reflect a growing trust of the G&C department and staff in dealing with personal issues.

8. **Support/monitor**.....15 (7%)

1987 (June 17).....	5	(19%)
1988.....	10	(31%)
1989.....	23	(50%)
1990 (April 5).....	0	(0%)

Use of more precise language in identifying the Presenting Problem possibly accounts for the sharp fall-off after 1989. It may also reflect more cases being conducted informally rather than being formally opened.

9. **Teacher conferences**.....11 (3%)

1987 (June 17).....	8	(73%)
1988.....	3	(27%)
1989.....	0	(0%)
1990 (April 5).....	0	(0%)

In 1987 and into 1988 the Counseling Coordinator at PASS was the former Coordinator at CMHS, the PRPC mental health unit and actively promoted CMHS*/PASS coordination. PASS in-put on CMHS casework involving PASS students.

10. **Unknown**.....15 (4%)

1987 (June 17).....	4	(27%)
1988.....	8	(53%)
1989.....	3	(20%)
1990 (April 5).....	0	(0%)

The figures reflect a greater effort at completing referral forms and index cards with complete information.

FOCUSING ON AMERASIANS

Of the total youngsters in the sample (N=397), 73 of them are Amerasians, or 19 percent of the total, a figure that outstrips by eight percent their <u>known</u> proportion of the student population of 1,189 (11%) in the years covered by the sample. It is worth the time to focus on them in particular, if only because it appears they will have, of all groups, the greatest

difficulties psychologically in making the transition to American culture, including its school system.

TABLE 1: TOTAL AMERASIAN G&C CASES (N=73)

Sex	N=	Percentage
Males.....	50	(69%)
Females.....	23	(31%)
	N=73	

Demographic research by this writer tells us that male and female Amerasians in the PASS school are nearly equal in number. In cases with G&C, however, males show a disproportionate number.

TABLE 2: DISTRIBUTION OF G&C CASES BY YEAR

Amerasians	N=	Percent	(% of all G&C referrals)
1987 (June 17)....	4	(6%)	(1%)
1988.....	13	(18%)	(3%)
1989.....	38	(52%)	(10%)
1990 (April 5)...	18	(25%)	(6%)

Total: 20 percent of N=397

Looking at the 1990 figure for Amerasian cases and projecting the other nine months of 1990 we can predict a figure of 72. Should the figure be reached, it would be cause for concern since there is a rapid falling off of Amerasians elegible for PASS: there should be a similar drop-off in cases.

TABLE 2: DISTRIBUTION BY AGE OF G&C CASES

AGE	N=	PERCENT	
14 years.....	8	(11%)	
15 years.....	16	(22%)-----¦	
			89%
16/17 years.....	49	(67%)-----¦	
	(N=73)		

As noted elsewhere, there is strong reason to suspect that the larger number of older students is a result of frustrations they encounter in competing "unfairly" against more schooled

peers, perhaps a result of family dissention as a consequence of assertion of self, or may be the result of years away from school and and not knowing the parameters of allowable conduct.

The age distribution of Amerasians with formal cases at G&C is similar to that for the entire G&C sampling in that the curve moves upward sharply with age. The upward swing of the curve probably peaks at 19 or 20 years of age with Amerasians in young adult classes at the PRPC, based on discussion with mental health workers at the PRPC.

PRESENTING PROBLEMS OF AMERASIANS

Looking at a table of Presenting Problem referrals for male and female Amerasians, we see:

TABLE 4: DEMOGRAPHIC DISTRIBUTION OF PRESENTING PROBLEMS

P/Problem	Male	Female	Total M/F	% Of All G&C Cases
1. Discipline	21 (42%)	4 (17%)	25*(34%)	(26% of 94)
2. Somatic	7 (14%)	6 (26%)	13 (18%)	(25% of 53)
3. Family	4 (8%)	7 (30%)	11 (15%)	(21% of 52)
4. Support	3 (6%)	4 (17%)	7 (10%)	(47% of 15)
5. Depression	2 (4%)	2 (9%)	4 (5%)	(14% of 28)
6. Assessment	3 (6%)	0 (00%)	3 (4%)	(10% of 29)
7. Other	10 (20%)	0 (00%)	10 (14%)	(9% of 111)
	(N=50)	(N=23)	(N=73)	(N=397)

*The three "Assessments" on Line 6 are likely discipline issues as well.

Among Amerasians the total number of cases categorized as discipline is 25. Thus, of all Amerasian cases referred to G&C, 34 percent directly involved discipline issues. Of the 50 male Amerasian referrals, 42 percent were for discipline matters. Female Amerasian discipline referrals number four, or 17 percent of the referrals. (As noted elsewhere, such referrals are normally for more than one discipline infraction, or due to a pattern of behavior.)

DISCUSSION OF AMERASIAN "PRESENTING PROBLEMS"

DISCIPLINE: Amerasians as a group accounted for 26 percent of all G&C case referrals for discipline, but account for about 11 percent of the population. Male Amerasians accounted for 23 percent of all known PASS referrals, much disproportionate to their numbers (about 6%) in the school during the period.

Looking at the age distribution for discipline cases, 16/17 year old Amerasians accounted for 52 percent (N=13) of 25 Amerasian discipline cases while 14 and 15 year olds accounted for 24 percent (N=6) each.

Interestingly, there were 36 discipline cases on 16/17 year olds at PASS in the sample of 397. Amerasian 16/17 year olds were 13 of those 36 16/17 year olds, or 36 percent, again while being only about 6 percent of the school's population.

SOMATIC: Somatic referrals on female Amerasians are significantly higher than on males, but this figure was strongly skewed by three blind girls shared by PASS and the Mormon Christian Services (MCS) special education program. However, descriptive information on referral index cards does suggest more female than male complaints about non-specific somatic conditions such as headaches.

FAMILY: Females showed a significantly higher number of referrals for family problems (N=7). Descriptive information strongly suggests more complaints by females against the family for physical and/or psychological abuse. Some cases involve pregnancies; the figure may also reflect the greater strictures on Vietnamese female social life.

SUPPORT: This is an amorphous category that includes "Monitoring". It is noteworthy that Amerasians accounted for 47 percent of all G&C cases (N=15). Descriptive information and this writer's memory suggests strongly that this category reflects caseworker assessment of a less than effective family situation and caseworker attempts to ameliorate this by providing positive role modeling for youths in jeopardy of becoming discipline referrals.

DEPRESSION: This category includes disinterest in school. Descriptive information suggests it applies mostly to Amerasian youths developmentally older than their peers at PASS.

ASSESSMENT: Descriptive information and this writer's memory suggests "Assessment" applied to discipline related matters, including youths in jeopardy and is related to "Support."

OTHER: The category covers Absences, Special Students,

Teacher Conferences and Unknown, none of which figures prominently as Amerasian "Presenting Problems."

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KEY FINDINGS

1. Guidance and Counseling at PASS has opened formal cases on 397 youths, or about four percent of the students (N=11,134), commencing in mid-June, 1987.

2. Since mid-June, 1987 there has been a substantive change in the types of cases serviced formally, moving away from some routine cases (absences and continuation schooling) toward more interventions, many of a clinical or near-clinical nature.

3. Since records began being systematically kept, the referrals G&C has received have been marked by increasing clarity of the Presenting Problem.

4. The trend is upward in numbers of cases being referred and formally opened by G&C.

5. Formal Case conferencing with CMHS/CFSI caseworkers has dropped off to nil since 1988.

6. Males vastly out-weigh females in formal case numbers, despite males and females being reasonably equal in number.

7. Discipline cases (N=94) are the dominant reason for opening formal cases, followed by Special Students (continuation school) (N=57), somatic problems (N=53) and absences (N=43).

7.a. Male cases far out-weigh female cases in discipline cases opened.

7.b. Male 16/17 year olds far outweigh other ages of males in discipline cases.

7.c. Males 14 and above far out-weigh all others in discipline cases.

8. Discipline cases among Amerasians far out-weigh their numerical representation at PASS.

8.a. Male Amerasian discipline cases far out-weigh the numerical presence of male Amerasians, with 16/17 year old Amerasian males dominating all other groupings, far in excess of their numerical weight.

8.b. Male Amerasians and their male half-siblings (ODP) far outweigh their numerical weight in discipline cases and total Presenting Problems.

9. First Asylum youths are far less likely to be involved with G&C formally, particularly in intervention, than are ODP youths.

10. First Asylum males 14-16/17 years old are more likely to be involved formally with G&C than all other First Asylum youths.

11. Non-Vietnamese are almost wholly unrepresented in formal cases that involve intervention figures (almost only in Absences and Special Students).

PRACTICAL IMPLICATIONS

1. The availability of demographic information, and more, that this study was based on underscores the desirability of its systematic, thorough collection and compilation and periodic analysis.

2. It is obvious that there has been shifts in accepting what a "case" is at PASS, and/or who appropriately handles what kind of situation/case. Constant review is necessary toward ensuring that the student population is getting the best advantage from the staff provided, whether in G&C, adminstration or classroom, that nothing important is being lost along the way by default of someone or some office handling it.

3. There has been a noteworthy betterment in defining what the given case is about by Teachers and Supervisors since mid-1988. It assists greatly in analysis of the data and ultimately putting the data to good use to the advantage of all.

4. Amerasians, even at their ever-diminishing presence at PASS, are in need of special attention from the PASS staff to rectify educational disadvantages which appear strongly to lead to behavioral difficulties.

5. All students of PASS 16/17 years of age developmentally and with minimal amounts of schooling (under six years) in Viet Nam are probably frustrated with the formal school atmosphere of PASS are appear better prepared for the lesser formality of "young adult" classes.

6. An effort should be made to assess all 16 year olds with minimal schooling as they enter PASS toward early referral for counseling/monitoring or placement in young adult classes.

7. There appears to be need for greater curricular emphasis on the workplace and alternative schooling in the U.S. for PASS students at 15/16/17 with minimal amounts of achieved schooling.

8. It seems safe to assume that as Amerasians "age out" of PASS (shortly all will be in ESL/CO/WO), there will be a rise in adult programs' discipline problems almost commensurate with the diminshed problem at PASS. (Lessened formality and being the youngest among peers does dampen the tendency to act out, however.)